

SECTION C STATEMENT OF WORK

C.1 Background

The Federal Aviation Administration (FAA) training center is currently located in a leased facility in Palm Coast, Florida, named the FAA Center for Management and Executive Leadership (CMEL). The FAA currently provides over 93,000 hours of instructor-led development to more than 6,000 FAA managers and other government and non-governmental organizations (NGOs) to prepare and deliver customized development and training on an annual basis.

Presently the FAA has elected to pursue a new business model for management and leadership development training. This model seeks to procure instructional delivery/facilitation, instructional design and the provision of classrooms and lodging for those attending the courses all under one contract. Multiple identical contracts to meet the totality of these requirements may be awarded, at locations throughout the contiguous lower 48 states. The FAA Reauthorization Act, specifically Section 814, indicates the FAA shall ensure all parties can fairly compete and will take into consideration the most cost effective location, accessibility and services options.

The new business model calls for all program management, administration and operational support are to be included in the firm fixed price per student price for the course. Direct charge of contractor personnel will only occur when major or complete instructional design, development or redesign, in accordance with Section C.6, are ordered.

FAA's desire is to produce a quality learning environment in which managers, senior leaders, and other internal and external customers develop greater mastery of their leadership responsibilities and the skills needed to achieve the agency's operational and organizational goals.

C.1.1 OVERVIEW OF THE FAA'S MANAGEMENT LEADERSHIP DEVELOPMENT CURRICULUM

The FAA's Management and Leadership Developmental Curriculum consists of three components:

- a) Core curriculum (mandatory courses required by FAA Human Resources policy)
- b) Electives (courses sponsored by the FAA Office of Corporate Development)
- c) Ad Hoc Courses (provided to internal and external customers, as requested)

The core curriculum consists of the developmental courses which are mandatory for FAA managers to attend by current FAA policy or regulation. Core requirements are prescribed

by the FAA Office of Human Resources (AHR), Corporate Learning and Development (AHD), and are prescribed in an annual requirements document. The annual requirements document consists of a total of 14 core and elective courses for the management and leadership developmental priorities for FAA managers.

The core and elective course curriculum consists of deliveries ranging from more basic development for newly appointed managers to courses that are more advanced and provide an in-depth focus on a single subject area. Descriptions of the core and elective courses may be found by visiting the FAA CMEL website. The FAA leadership development curriculum (both core and elective offerings) support the FAA leadership principles and philosophy, which facilitate the effective execution of the FAA Managerial Success Profile (MSP). The MSP may be found at Appendix A of this document.

Courses within the leadership development curriculum vary in length from one day to nine days. These courses are offered either on a regular basis or based on FAA needs. Given the range and diversity of FAA's manager population, the core curriculum includes a span of courses, from basic supervisory skills to senior management and more advanced leadership development. Although the FAA core curriculum has traditionally emphasized management science and business management subjects, the new learning services contract will focus on a curriculum that has an increased attention to developing leadership acumen. The focus on leadership will be most prevalent for courses designed for front line supervisors assuming management positions in the agency for the first time.

The FAA reserves the right to design, develop, and facilitate courses, seminars, conferences, and meetings with government personnel or through third parties under separate contract. Therefore, the Contractor will not have exclusive rights to provide all services required to support the FAA core requirements or other developmental needs.

The contractor is required to organize its services so as to be able to offer, parts or the whole FAA management and leadership developmental curriculum to FAA departments, other Federal government entities or private sector entities.

C.2 LEARNING SERVICES METHODOLOGY

The FAA employs a blended learning strategy that addresses performance objectives derived from the FAA Managerial Success Profile. Instructor delivered curriculum incorporates lectures, job aids, simulations, skill practice, case studies, and action planning. While classroom training is currently the norm, the use of live web-casts and interactive video tele-training should be explored when appropriate to increase the effectiveness of delivering the curriculum. Moreover, facilitators must employ best practices associated with adult learning principles. All FAA professional development, regardless of delivery methodology, must conform to the Congressional guidance provided in FAA Standard 028-C.

C.3 REFERENCES

C.3.1 FAA Standard 028-C

C.3.2 H.R. 3058, Section 819, Item 3

C.4 REQUIREMENTS OF THIS SIR

C.4.1 FURNISH FACILITATORS; DELIVER INSTRUCTION

The contractor shall furnish facilitators to conduct delivery of classes in an adult learning styled classroom environment. Facilitators must also be available to travel to conduct field based facilitation and be prepared to conduct distance learning for FAA and other government employees in the areas of management and leadership.

The developmental curriculum consists of core, elective and ad hoc courses. Core and elective courses are identified by the annual requirements document. Course frequency is determined by need. Some courses are scheduled on a regular and recurring basis while others may be scheduled on an as needed basis only. The management of the curriculum schedule is flexible and can be modified as needed to meet FAA demands. Generally speaking, courses are taught year-round and are conducted 42 of the 52 weeks in the calendar year. Typically no classes are scheduled during weeks that contain federal holidays.

The contractor is required to make all preparations for the delivery of coursework, debrief the FAA Program Manager, and maintain and update the FAA core courses as directed. Courses conducted in the classroom will normally be three (3) to nine (9) days in length and courses delivered in the field are normally a bit more condensed and last from three (3) to five (5) days in length. All courses shall employ active learning strategies, adult learning practices and behavior modeling. Learners shall be assessed by their proficiency at skill practices, projects and tests. Blended learning is an essential part of an effective program.

FAA courses require facilitators proficient in a broad range of leadership and management topics (e.g., interpersonal relations, leading teams, giving feedback, communicating expectations, problem solving, decision making). The facilitators are also expected to possess expertise in the theoretical and practical aspects of one or more specific topic areas including but not limited to: Behavioral and preference assessments (i.e. Strength Finder, MBTI, etc), communication and feedback, principled centered leadership, adaptive leadership, critical thinking, team building, change management, conflict management and coaching. Performance may also require subject matter expertise in areas such as financial management, internal and external communication, labor relations, strategic planning, leadership, marketing, ethics, media relations, qualitative and quantitative analysis and negotiation.

Facilitators must meet the qualifications stated in Section C.18.

C.4.2 UPDATE CURRICULUM FOR MINOR CHANGES

The FAA leadership development core and elective curricula will occasionally require updates to reflect policy changes and currency of information. When requested, the contractor shall provide an Instructional Designer and/or computer based Training Specialist to perform course design, development, or redesign. Examples of courseware updates and maintenance include: replacing

outdated policy with current policy information; adding additional skill practice activities that reflect best practices in industry; switching out job aids, and altering language in response to court cases. Instructor proficiencies are required for all subject matter being developed and provided to the customer. Changes to management systems and strategic priorities, as identified by FAA Corporate Learning and Development (AHD), may result in the need for curriculum design, development or redesign.

C.5 PROVIDE THE SAME SERVICES IN SECTION C.4 FOR OTHER ORGANIZATIONS ON AN AD HOC BASIS

The contractor is required to offer Curriculum delivery and development to other organizations within the FAA, other public sector organizations and private sector aviation related entities on an ad hoc basis. The contractor may be required to customize the curriculum and course materials as necessary to meet specific terminal learning objectives of the internal-to-FAA or external agency or entity requiring the development courses. The contractor may be required to design and develop original curriculum.

C.6 MAJOR OR COMPLETE INSTRUCTIONAL DESIGN, DEVELOPMENT OR REDESIGN

The contractor will be required to provide instructional design services to: design, develop, and when necessary redesign courses and curriculum. This requirement flows from new objectives or substantial changes to existing learning objectives. The contractor shall provide personnel to design, develop or redesign developmental courses, course materials, and support media for resident, field and independent study programs. The contractor may be required to develop and/or revise correspondence curriculum, computer based, video based and other distance learning curricula and support media.

C.6.1 RESEARCH, DESIGN AND DEVELOP

The contractor may be required to research, design and develop new instructional, course material and support media relating to the broad topic of leadership development material for resident, field and distance learning programs.

The contractor shall employ best practices in adult learning theory and curriculum design for the development, revision, and facilitation all developmental curricula. This requirement applies to all developmental delivery systems, including but not limited to written materials, computer-based instruction (CBI), web based e-learning and video based instruction.

Duties shall include coordination with editors for assistance in the development of the final course product. Curriculum design personnel may be required to provide completed course materials which include course design guides, instructor notes, handouts, learner course material, video script treatments and support media. All new designs require FAA Program Manager approval prior to development of course activities and materials. The contractor will meet timeframes specified in the task assignment and/or project management plans and the milestones established by the FAA program management team.

C.7 COMPUTER BASED CURRICULUM

Curriculum designers are also required to design, develop, revise and validate interactive computer-based courseware. This requirement will entail using specialized computer software to develop, integrate and edit instructional text, audio, graphics, animation and video for interactive presentations. This requirement calls for the use of appropriate programming/branching logic and screen layout and remediation/feedback techniques. The work will require implementation of quality control and review and revision procedures throughout the courseware development process. Contractor's curriculum design personnel will be required to provide completed course materials which may include course design guides, instructor notes, handouts, course book items, video script treatments and support media. All new designs require FAA Program Manager approval before proceeding to development of course activities and materials. The contractor will meet timeframes specified in task assignments and/or project management plans.

C.8 PROGRAM MANAGEMENT, ADMINISTRATION, AND OPERATIONAL SUPPORT

The contractor will be required to provide all necessary personnel to perform: program management, contract administration, quality control, supervision of contract personnel, student registration, evaluation assessment, publication management, logistic services, conference support and clerical support as necessary to meet performance and delivery requirements. Contractor may be required to develop proposals for new training courses, conduct job task and/or skill needs analyses, and maintains course development templates. The contractor may be required to perform benchmarking, finding effective assessments and conducting analysis and evaluation of various types of course material. Personnel which require pre-approval by the FAA before they may work on this contract are identified at Section C.18. Pre-approval consists of review by the Contracting Officer and Contracting Officer's Representative that the proposed personnel meet the labor category qualifications specified for the respective position.

All program management, administration and operational support are included in the firm fixed price per student price for the course. Direct charge of contractor personnel will only occur when major or complete instructional design, development or redesign, in accordance with Section C.6, are ordered.

C.8.1 PROGRAM MANAGEMENT; PROGRAM MANAGER

The contractor shall assign a dedicated team responsible for providing oversight and management of all contract personnel employed in performance of this contract. This assignment requires a Program Manager to provide oversight and scheduling of resources. The Contractor's Program Manager will be required to execute the FAA's operational schedule and tasking, maintain the integrated scheduling database and manage daily operation of contract personnel to ensure the tasks assigned to contract personnel are completed in accordance with the terms of the contract. The Contract Program Manager is

responsible for facilitator assignments and coordination with FAA Program Manager to ensure space for all learners for all FAA courses. The contractor's Program Manager has the authority to represent the contractor in dealing with the FAA Program Manager or FAA COR.

The contractor's Program Management staff will coordinate the Operational Schedule and Tasking with the FAA Program Manager (or designee); attend weekly status and scheduling meetings and teleconferences as required. The Program Management team is responsible for providing oversight of the content and integrity of course materials and delivery methods; providing guidance to facilitators and developers and for coordination with the FAA Program Manager on development requirements and quality assurance of all design, development, and delivery and update and maintenance of course materials. The Contract Program Manager is responsible for providing oversight of the content and integrity of course materials and delivery methods; providing guidance to facilitators and developers and for coordination with the FAA Program Manager on development requirements and quality assurance of all design, development, and delivery and update and maintenance of course materials.

This contract requires an Alternate Program Manager to serve as assistant to the Contractor Program Manager. The Alternate Program Manager must be capable of performing all duties and responsibilities as directed or during the Contractor Program Manager's absence. The Contractor Program Manager and Alternate Program Manager must be capable of meeting all requirements and are responsible for the management and supervision of all personnel assigned to the contracted services.

C.8.2 ADMINISTRATION AND SUPPORT

The contractor shall furnish clerical, administrative, and technical support, logistics services, and instructor oversight positions required for the effective and efficient management and administration of these requirements.

Support personnel will perform the necessary operational support functions such as registration, administering and cumulating evaluation as required to support the workload projections as shown at Appendices B and C.

The contractor shall furnish personnel to collect and enter evaluation data, administer need assessments, conduct interviews, implement benchmarking studies, provide data for course reviews and for accreditation agencies, generate reports, provide assistance to the cadre of FAA Program Management team in designing or modifying evaluation tools, and recommend leading edge techniques and instruments to support content areas. This task is specified by H.R. 3058, Section 819, item 3 which requires the collection and entry of evaluation data for each FAA Core course delivery. Evaluation will assess: participant satisfaction, achievement of learning objectives, transfer of learning to the workplace, return on customer expectations, return on investment, and organizational results. Data collection tools could include questionnaires, interviews, direct observations, critical incident analysis, actual work products, achievement tests and performance measures and review of records, etc.

Contractor personnel will be required to conduct benchmarking studies and needs assessments and to provide input to the FAA Program Management team. Systematic evaluation processes shall be used for initiating, designing, and implementing needs assessment and evaluation, for analyzing the findings, and for reporting the results of the course curriculum. This data will be collected electronically and reports will be generated for submittal and provided to the FAA Program Management team. Needs assessment includes researching, defining, and evaluating the training and conferencing needs of existing customers, as well as identifying potential customers and their needs.

The FAA employs several high-level evaluation strategies to improve quality and measure or demonstrate the return on investment. End-of-course questionnaires provide evaluation data, which are used for systematic quality improvement. Evaluations include pre/post-assessments focused on specific course objectives.

C.9 CLASSROOMS AND OTHER REQUIRED ROOMS

Classrooms must be well maintained, climate controlled appropriately decorated learning environment. Facilities must be suitable for supporting senior government and industry managers for classroom facilitation and appropriate and suitable for maximizing adult learning using active learning strategies for facilitating leadership development for seasoned professionals of varying degrees of leadership experience and expertise. Classrooms must have the capability to employ commonly used technology such as, but not limited to: internet access for each student while seated at their respective learning area (Wi-Fi or wired), computer projector that provides clear display of content on a suitable screen that provides unobstructed views from all participants, and access to teleconferencing (when required). Individual computer workstations are required to be available when required by curriculum needs and for pre/post test course evaluations. Based on historical usage rates, the contractor can expect that at periods of highest usage/occupancy rates, six (6) classrooms must be available simultaneously. Historical class size and usage is provided in Appendices B and C.

Many of the courses in the core and elective curriculum require breakout rooms. These rooms must be suitable for comfortably seating and supporting learning activities of small groups consisting of five to six adult learners and one to two facilitator's. Contractor should plan to have these rooms available for each scheduled course offering that is conducted at their facility. For general planning purposes, each course normally consists of 24-28 learners. In addition to the room itself, space must be provided in each of the breakout rooms or in a central location in close proximity and centrally located to the breakout rooms. This space is intended to be used as a storage area that is able to hold common classroom items for use by participants. Space must be sufficient to accommodate easels, butcher block paper, markers, and other commonly used items when conducting team strategic planning and group presentations. Storage rooms must be easily accessible by all participants.

C.10 LODGING

Contractor must be able to provide suitable single occupancy rooms, either at the site of the classrooms or nearby and provide transportation to the classroom if the distance is 1/2 mile or greater.

The contractor shall have a front desk staffed as needed to provide services for FAA requirements. The front desk is perceived as the focal point for guest services. Services provided shall include guest registration with room assignment, operating a telephone switchboard, providing guest information services, coordinating with FAA personnel regarding course participant occupancy status or other issues. The desk will be staffed with congenial, professional, conscientious, people-oriented personnel.

As was described with classrooms at Paragraph C.9, the contractor should plan for a maximum demand of six courses being offered at the same time, with a maximum enrollment of 24 adult learners in each, for a total projected need for lodging of 144 single rooms at any given time.

Additional lodging requirements are specified at Appendices D and E.

C.11 OTHER DIRECT COSTS (ODC)

The contractor must obtain FAA COR approval before incurring any ODC's.

C.12 TASKED SERVICES: PROCESS FOR ISSUANCE OF TASK ORDERS

During the period of performance, the FAA Office of Corporate Development (AHD) will define specific requirements through task orders issued under the general provisions and pricing arrangements of the Contract. Contract task orders shall be established in writing identifying the services to be performed and payment arrangements. All tasks to be completed will be coordinated between the FAA Program Manager or FAA COR and the Contractor.

Within seven calendar days the contractor shall respond to the tasking with the approach to satisfactorily perform the requirement and establish the Not-to-Exceed (NTE) price (when applicable to the pricing arrangement for the Contract Line Item Number). However, as workload elements are subject to change, FAA Program Manager may require new tasks, subtasks, or modifications to existing requirements.

C.13 TRANSITION REQUIREMENTS

It is critical that the period of transition be accomplished in a well-planned, orderly, and efficient manner. Accordingly, the Contractor shall plan for and implement a 30-day phase-in performance period prior to the annual performance period. This will require working relationships with other vendors currently performing services on behalf of the FAA. At the conclusion of any performance period, including option periods or contract extensions, the services provided under this contract may revert to an in-house Government operation or may be awarded to another Contractor. The Contractor shall be required, as an integral element of the tasking under this contract, to assist in whatever transition activities the FAA deems necessary.

The services during the last 30 days of the performance period may be conducted as a phase-out operation. The FAA Program Manager will notify the Contractor Program Manager in writing when phase-out performance is requested.

C.14 REPORTS

The contractor shall coordinate with AHD Program Manager or the AHD COR in writing as part of normal administrative activities required to support this contract. All required reports are described by the Contract Data Requirements List (CDRL) and contract deliverable items included with each task order.

C.15 PROVISION FOR FAA TRAINING CONTRACTOR'S PERSONNEL

The FAA may provide leadership and management development opportunities to contractor personnel if the coursework is determined to be technically complex and unavailable from commercial sources. This exception covers all FAA-specific courses employing the development of instructional materials in accordance with FAA standards and practices, which have been determined to be unique training offered only by the FAA. However, while the FAA is not obligated to provide training, the FAA may do so if in the best interest of the Government.

C.16 QUALITY CONTROL

The Contractor shall ensure quality by systematically monitoring and evaluating products and services provided under this contract and correcting deficiencies when discovered. The Contractor shall submit (annually), implement, and maintain a Quality Control Plan to ensure compliance with all requirements of this work statement, as well as applicable provisions of the contract. The quality plan shall be implemented to ensure the highest quality of management and leadership developmental training. This does not establish, nor should the Contractor assume, any responsibilities other than those specified in the contract, for monitoring the quality of FAA programs, or FAA products. The Quality Control Plan shall include certification criteria and professional development plans for Facilitators/Designers to ensure:

- a. A high level of instructional competency, and
- b. The degree of standardization and consistency required at FAA, and
- c. Specific expertise in subject matter areas, including credentials, if appropriate.

C.16.1 QUALITY ASSURANCE

The FAA strives to be the provider of choice for leadership and management development within the FAA and also a cost-effective resource to Government and non-governmental clients. The FAA will administer a quality surveillance program encompassing all facilitation services and learning activities addressed in this Statement of Work, including classroom monitoring, instructor observation, and formative and summative evaluation. This program will be administered independently of any contractor evaluation and measurement activities. The FAA Quality Surveillance Program shall not be considered a replacement or substitute for the contractor monitoring the quality performance of all activities. The FAA will

coordinate the quality concerns (when identified) to the Contractor Program Manager via Quality Deficiency Report (QDR).

C.16.2 QUALITY CONTROL PLAN

AHD will review Contractor performance in accordance with the FAA approved Quality Control Plan. A draft Quality Control Plan must be submitted with the contract proposal and will be evaluated as a technical factor. The contractor will have 15 calendar days after award to submit the final Quality Control Plan for FAA approval. The Quality Control Plan must address but is not limited to the contents below:

1. Quality Philosophy
2. Coordination with the FAA, subcontractors or consultants
3. Staff Development
4. Facilitator Development
5. Facilitator Certification and Evaluation
6. Performance/Product Evaluation

C.17 TRAVEL AND MATERIALS

Support under this contract may require contract personnel to travel as part of their normal assigned duties. Such travel, when required, will almost exclusively be restricted to, but need not be limited to, the territories and possessions of the United States. Any such travel, in connection with performance of tasked activities, requires pre-trip travel approval by the FAA Program Manager or the FAA COR, if not specifically directed by a task order. Incidental material purchases may be indicated through the performance of this contract. Any such material purchases, will require pre-approval by the FAA Program Manager or the FAA COR, if not specifically directed by a task order. Course materials are not considered incidental material purchases.

C.18 LABOR CATEGORY QUALIFICATIONS

The minimum business and education experience required for the specified labor category positions are listed below:

Job Title Program Manager	
Minimum/General Experience	Minimum Education
At least five (5) years experience in the management and administration of efforts of scope and complexity comparable to that anticipated under this contract	Master's degree in Business Administration, Public Administration, Education, or other area of study comparably relevant to the management of this effort, from a regionally accredited college or university.

Functional Responsibility: This is the individual responsible for overseeing and directing the activities of all contract personnel providing support under this contract.

Job Title Facilitator

Minimum/General Experience	Minimum Education
3 years or more experience as a manager. Demonstrated expertise as a facilitator of adult learners using competency-based, learner and content-centered, active learning methodology.	Masters degree or terminal degree in relevant and related field.
Functional Responsibility: Delivers and facilitates to adult learners an understanding and operational context related to the application of course curriculum in accordance with course requirements and by effectively arranging materials to be presented. Facilitates learners in the theoretical and practical aspects covering the subjects being taught. Utilizes instructional methods that engage adult learners including: active learning strategies, individual coaching, group discussions, lecture, demonstrations, skill practices, seminars, teambuilding, development and implementation of formal assessment center exercises and workshops. Selects, develops, or revises instructional aids such as wall charts, prepared notes, voice recordings, radio, television, films, web casts, training handbooks, and course documentation. Supervises practical work carried out by learners, and assists them at points of difficulty. Coaches as necessary in both classroom and while facilitating distance learning programs. Tests students to evaluate their learning progress and to evaluate effectiveness of instruction. May arrange action learning projects or other application exercises or pre- and post-course work to reinforce instruction. Coordinates with speakers approved by the FAA to facilitate speakers' interactions with classes.	

Job Title Instructional Designer

Minimum/General Experience	Minimum Education
3 years work experience in the in instructional design for a college, university or major corporate university or corporate development program. Must demonstrate the possession of knowledge and skill in applying research principles and methods, as well as a broad and thorough knowledge of one or more scientific fields or interdisciplinary areas related to the education research work being performed. Unique experience, professional reputation, publications or similar credentials may be accepted in lieu of the minimum education and experience required for each position as determined	Master's degree or terminal degree in instructional systems design, or an equivalent degree field, from an accredited college or university.

by the FAA Program Manager.	
<p>Functional Responsibility: Conduct scholarly research to gain and maintain state-of-the-art curriculum design and industry best practices and procedures. Stay current and up to date through gathering scholarly research, maintaining internal and external practitioners in the industry, and ensuring they gain and implement best practices from throughout the industry into the FAA core curriculum. Serve as subject matter experts for colleagues and FAA representatives on initiatives, which have a direct impact on the FAA core curriculum and leadership development. Plan and actively lead the development and design of instructional programs, including objectives and task analysis development. Ensure researched information is properly utilized and implemented by instructional staff and provide learner-centered interpretations when required. Develop, teach, and coordinate implementation of guidelines for formative and summative evaluation of new instructional materials during development to determine the when the need for revision is necessary. Duties may include, but are not limited to, evaluating and collecting research data, conducting briefings and presentations on research material, preparing course control documentation, developing courses, reviewing tests and other measurement instruments and conducting instructional analysis and evaluation of various types of course materials and research data. Duties may also include oversight and delivery of new courses that are developed and coordination with Publications in completing the course materials.</p>	

Job Title Computer Based Training Specialist

Minimum/General Experience	Minimum Education
3 years work experience in the knowledge/skill in computer based training and organizational development.	Associate degree or greater in web course design, or an equivalent degree field, from an accredited college or university.
<p>Functional Responsibility: Works with courseware production team to design, develop, revise and validate interactive computer based courseware. Uses specialized computer software and/or hardware to develop, integrate and edit instructional text, audio, graphics, animation and video for interactive presentations. Uses appropriate programming/branching logic and screen layout and remediation/feedback techniques. Implements quality control and review and revision procedures throughout the courseware development process.</p>	

C.19 FOOD SERVICE

The contractor selected for these requirements must provide class space in a geographic area with commercial food options either on site or within ½ mile walking distance.

C.20 ABBREVIATIONS

The abbreviations and definitions in this section shall apply wherever addressed in this performance work statement.

AHD	Office of Corporate Learning and Development
CBI	Computer-Based Instruction
CDRL	Contract Data Requirements List
CO	Contracting Officer
COR	Contracting Officer's Representative
DOT	U.S. Department of Transportation
FAA	Federal Aviation Administration
MLA	Modern Language Association

C.21 DEFINITIONS

Agency: Federal Aviation Administration.

Behavior Modeling: A rigorous system for practicing specific skills on the job, observing a model implementing these skills in an exemplary manner, breaking out into skill practices using highly relevant scenarios to improve skills, and videotaping and debriefing the practice sessions in order to apply the techniques in a climate of supportive yet corrective feedback known as alternative, positive behaviors (APBs). This method uses extensive coaching techniques.

Competency Based Curriculum: A learner-centered curriculum designed around precise learning objectives that are defined in behavioral and assessable terms, which emphasizes learner accountability, and is personalized, criterion referenced, and measurable.

Computer-Based Instruction (CBI): An overall term referring to any generalized use of computers in the developmental process. The terms computer-based training (CBT) and computer-based education (CBE) are sometimes used by other Federal agencies and are very similar in meaning.

Course Book: A binder issued to learners prior to or at the beginning of resident classes. - The contents include a class agenda, pre-reading assignments, if any, and course exercise materials.

Course Materials: Course materials include the following course design guides: Instructor notes (i.e. lesson plans, course outlines), visual -aids (i.e. slides, transparencies, videotapes, charts, etc.), learner course books and handouts; job aids; and learner course evaluation materials. Lastly, an up to date reference list containing at least 3 items- no more than two years old is included following a uniform style manual such as Modern Language Association (MLA).

Course Design, Development or Redesign: Major course modification or creation of new courses when it is not feasible or cost effective to use existing courseware. Modification may involve transformation from one medium into another, new objectives arising from changing requirements or necessitating an entirely new approach.

Course Update and Maintenance: Routine upkeep of courses to assure accuracy, currency and effectiveness, and which do not affect the main instructional objectives (terminal learning objectives, stated on the course descriptions).

Development Plan: A communication and coordination document, including development-planning data, submitted in response to a training proposal originating from an FM policy office. When approved by the policy office, the document becomes a development plan that serves as the specification for the proposed training.

Distance Learning: Any formal approach to learning in which a majority of the instruction occurs while educator and learner are at a distance from each other. Distance learning may utilize satellite video, compressed video; computer based instruction (CBI), the web, correspondence study, or similar vehicles. This approach is also referred to as Distance Education.

Experiential Learning: An educative process in which participants share a common group experience usually through skill practice, role-plays or simulations. With the support of a facilitator, the group then extrapolates from the shared experience to build individual concepts, principles, or skills for use in the workplace.

Field Development (On-Site): Field development (commonly referred to as on-site development) consists of FAA courses that are taught at the field site, i.e., regional or Washington headquarters, or other field locations.

Full Time Equivalents (FTE): As used in this contract, the term full-time equivalents (FTE) shall be considered to represent the productive hour base of 1840 hours per year. The contractor shall be expected to explain any proposed productive hour base differing from this, and be prepared to demonstrate the FAA from this base may realize.

Facilitator: A person employed by the contractor who has demonstrated mastery of the skills, knowledge, and abilities expected of facilitators for FAA courses. Qualified, on the basis of training and work experience as meeting the requirements of this labor category.

Handout: Printed material, either FAA developed or purchased, passed out to learners at specific times in courses in support of specific blocks of instruction or specific subject matter being taught. By contrast, course book items are of a more general or survey nature and are given to learners In advance of or at the beginning of courses.

Independent Study: Special learning agreements using any methods or media designed to meet individual needs of agency employees.

Instructor Notes (INs): Comprehensive lesson plans for FAA courses. INs are organized into blocks, subject-matter areas of Instruction, which include an outline of the block, learner/Instructor references, a list of teaching aids, evaluation of learner learning, supplies required, handouts and course book items, an audit trail showing how outcomes and objectives are related to developmental materials, outcomes and Instructional objectives, and detailed lecture notes. Notes must include enrichment and remediation options, FAA-specific examples, and work-relevant anchors for learning.

Operational Schedule: The scheduled events of class delivery, development/design work, conferences, professional development, instructor availability and all other tasking as required.

Program Management Review: Meeting facilitated by the FAA, for interchange between the FAA and the Contract Program Manager. FAA coordinates information regarding customer requirement, training center status, and event planning schedule.

Resident Development: Formal classroom development conducted and administered in residence at an FAA facility.

Revision: The process of effecting changes to FAA resident and non-resident course materials. Such changes may involve rewriting one or more blocks of Instructional material and producing new course book items and course handouts. Course revision is generally a direct result of Federal, Departmental, or agency policies and directives, ratification of a labor agreement, etc. Revisions do not substantively affect course objectives.

Task Order: The mutually agreed upon performance task (evidenced by date and signature of the COR) the requested task.